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ABSTRACT

This book describes curriculum trends and the impact of the trends on providing equitable educational programs to all students, especially students with mild disabilities. The text begins by describing current curriculum renewal efforts and common themes that have emerged. The impact of major trends is considered in the context of special education programming and the current reform movement, followed by a closer look at specific curriculum trends in major academic subject areas and their potential impact on special education. Each curriculum chapter is followed by a series of commentaries. Papers include: "Treating Curriculum As a Target of Reform: Can Special and General Education Learn from Each Other?" (Marleen C. Pugach and Cynthia L. Warger); "Trends in Science Education" (Audrey B. Champagne and others); "Response: Current Trends in Science Education: Implications for Special Education" (Margo A. Mastropieri and Thomas E. Scruggs); "Response: Science Education Trends and Special Education" (Charles W. Anderson and Marcia K. Fetters); "A New View of the Goals and Means for School Mathematics" (Robert B. Davis and Carolyn A. Maher); "Response: What Does the 'New View' of School Mathematics Mean for Students with Mild Disabilities?" (Marjorie Montague); "Response: The New School Mathematics and the Age-Old Dilemma of Diversity: Cutting or Untying the Gordian Knot" (Edward J. Kameenui and others); "Issues and Practices in the Social Studies Curriculum" (Mark C. Schug and H. Michael Hartoonian); "Response: Social Studies for Students with Mild Disabilities" (Charles K. Curtis); "Response: The Impact of Issues and Trends in the Social Studies Curriculum on Students with Mild Disabilities" (Thomas C. Lovitt); "Toward a Responsible Pedagogy for Teaching and Learning Literacy" (Lisa E. Monda-Amaya and P. David Pearson); "Response: Unpacking Scaffolding: Supporting Students with Disabilities in Literacy Development" (Catherine Cobb Morocco and Judith M. Zorfass); "Response: Enacting Responsible Pedagogy with

Students in Special Education" (Laura Klenk and Annemarie Sullivan Palincsar); "Curriculum in Early Childhood Education: Redefining the Specialization" (Christine Burton Maxwell); "Response: Curriculum in Early Childhood Education: Moving toward an Inclusive Specialization" (Lawrence J. Johnson and Victoria W. Carr); and "Challenges for the Special Education-Curriculum Reform Partnership" (Marleen C. Pugach and Cynthia L. Warger). References accompany each chapter and commentary. (CR)

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